

Cooper Lavigne  
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This chapter talked about test questions and how to make them accessible essentially. Basically this chapter served as a reminder that our job as teachers when we make tests is not to trap students into getting the wrong answer but rather to assess their understanding of the content. That is why it is important to try to be as clear as possible when wording a question so that students have very little opportunity to misinterpret the meaning of the question. Again the purpose of the test is to give students the opportunity to show their understanding of the content not to show how carefully they can read and understand what the question is asking of them. This is partially why I liked the idea of giving students oral exams rather than written exams. By having the opportunity to clarify their train of thought or the process they used to come to an answer I can more accurately assess their understanding of the material as opposed to just seeing that they answered a multiple choice question wrong. I also felt that being given the opportunity to explain why you chose an answer on a multiple choice question could be really effective. Not only would it be helpful for me as a teacher to know their thought process when answering the question, but it would also give them the opportunity to think about why they chose the answer that they did and potentially change it. Perhaps being forced to explain their own thinking would reveal that they chose an answer too quickly and did not take the time to fully understand the question.